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ABSTRACT

This book introduces the concept of leadership as the facilitation of constructivist reciprocal processes among participants in an educational community. Chapter 1, "Learning and Leading Theory: A Century in the Making," (Deborah Walker and Linda Lambert) traces the dynamic history of learning and leading during this century, concluding with an indepth survey of the constructivist theory of learning. Chapter 2, "Toward a Theory of Constructrivist Leadership," (Linda Lambert) constructs a theory of constructivist leadership, building on a new conception of the meaning of leadership that incorporates constructivist human learning, community, patterns of r lationships, and diversity. The third chapter, "Constructing School Change," (Linda Lambert) applies this theory of constructivist leadership to emerging themes in a constructivist concept of change. It describes one middle school's 3-year struggle to carry out school-based change. Chapter 4, "Leading the Conversations," (Linda Lambert) describes the role of the constructivist leader as a leader of conversations, which are dialogic, inquiring, sustaining, and partnering. Examples of the role of language in the construction of meaning and knowledge are offered in the fifth chapter entitled "The Linguistics of Leadership" (Diane P. Zimmerman). Chapter 6, "The Role of Narrative and Dialogue in Constructurist Leadership," (Joanne E. Cooper) provides examples of practitioners as they write reflectively about their work and discusses the role of narrative in schools and its relationship to growth. The seventh chapter, "The School District as Interdependent Learning Community," (Morgan Dale Lambert and Mary E. Gardner) describes the role of the school district in creating an environment that supports constructivist leadership. Chapter 8, "Reflections on Community: Understanding the Familiar in the Heart of the Stranger," (P. J. Ford Slack) reflects on the nature of community and constructivist leadership and focuses on re-storying three "communities of difference"--a Native-American reservation school, an African-American charter school, and a teaching community in China. Chapter 9, "The Preparation of Constructivist Leaders," (Deborah Walker) suggests innovative approaches to preparing constructivist leaders. The final chapter, "Constructing the Future of Schooling,"

(Linda Lambert) looks at the potential of constructivist leadership for creating new root metaphors for leading, learning, community, and democracy. (Contains 211 references.) (LMI)

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